



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

12121 N 124th Street, Scottsdale, AZ 85259

Scottsdale Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2003-04 Excelling
2002-03 Excelling
2001-02 Improving

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mr. Jeff Quisberg
Schedule : 7:00 AM to 3:30 PM
Grades : K-5
2004 Enrollment : 630
Web Address : www.susd.org/district/ourschools/anas
Phone Number : (480) 484-7300
Fax Number : (480) 314-7301
E-mail : jquisberg@susd.org

Mission

Anasazi will create a positive caring environment where students rise to a high level of academic achievement while developing leadership qualities, responsibility, honesty, self-worth, creativity, critical thinking skills and a true joy of learning.

No Child Left Behind

Adequate Yearly Progress (b)

2003-04 Met
2002-03 Met
2001-02 N/A

School Improvement Status (b)

2003-04 N/A
2002-03 N/A
2001-02 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü Standards have been set for each grade level to raise the degree of student achievement and also promote opportunities for staff and students to improve their basic use and application of technology skills and equipment.
- ü We will continue to seek interventions and utilize techniques to make our students better communicators through reading, writing and language instruction. We will promote excellence in written communication through the use of the 6 traits of writing.
- ü We will promote character skills and maintain a positive, respectful and safe environment for students to successfully learn and grow.
- ü We will provide or access professional development opportunities for our staff with special emphasis in the areas of technology, safety and academics.

Enrollment

October 1, 2003 School Year Student Enrollment : 618
Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2003-04 : 175

Instructional Programs

- Ü All-Day Kindergarten Academy
- Ü Gifted and Special Education Services
- Ü Tutorial Program
- Ü Academics and Life Skills

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/10/2004
Last Day of School :	5/25/2005

Shared Responsibilities

School

To provide a stimulating and challenging academic program; insure a climate conducive to learning; honor and protect the rights of all students; advocate for open and ongoing communication; encourage parent participation; assure the safety of all students, faculty and guests; and maintain a highly qualified professional staff.

Parents

Parents will provide a home environment conducive to study and learning; motivate children to do their best; take interest child's work; be a positive role model and advocate a positive point of view of education; participate in school and PTO activities; support the district's Code of Student Conduct and school's rules; make family time to share a book, write a story or a letter, and practice foundational skills such as math facts and spelling words.

Transportation Policy

Transportation is provided for K-3 students 3/4 of a mile from school and 4-5 students 1 mile from school. Service is provided for special education students whose IEPs require it. Safety and welfare of student riders is the first consideration.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü Student Award Winners Art, Essay, Drug Prevention	2004
Ü Battle of the Books All Valley Champions	2001
Ü AZ Ed Foundtion A+ School Award	2003
Ü Word Masters Awards of Merit	2004

Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 ³

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	102	1952	75509	99	99	100	561	548	521	1	6	13	12	13	23	30	31	33	56	49	31
All Students (Prior Year)	142	2032	75372	100	98	100	551	547	523	0	2	9	13	14	25	37	36	36	50	47	30
Female	48	930	37013	98	100	100	557	549	522	2	5	12	14	13	24	19	31	33	65	51	31
Male	54	1020	38430	100	99	99	564	546	521	0	6	14	11	14	22	41	32	33	48	48	31
African American	NC	51	3660	NC	100	99	NC	503	496	NC	21	24	NC	26	31	NC	32	28	NC	21	18
Hispanic	NC	287	30486	NC	100	99	NC	526	505	NC	13	18	NC	19	29	NC	31	32	NC	37	21
Asian/Pacific Islander	NC	69	1780	NC	100	98	NC	567	549	NC	4	5	NC	6	13	NC	20	33	NC	71	50
American Indian/Alaskan Native	NC	24	4075	NC	100	100	NC	498	486	NC	26	28	NC	37	34	NC	11	26	NC	26	12
White	89	1518	35192	99	99	99	562	551	534	1	4	8	13	12	19	30	32	35	56	51	39
Students with Disabilities	15	311	9708	100	100	100	541	528	489	0	13	32	0	18	27	50	36	24	50	33	17
Students without Disabilities	87	1641	65801	96	97	98	562	550	525	1	5	11	13	13	23	29	31	34	57	52	33
Limited English Proficient Students	NC	195	16928	NC	100	100	NC	NA	485	NC	NA	29	NC	NA	33	NC	NA	26	NC	NA	12
Migrant Students	--	--	750				--	--	499	--	--	21	--	--	29	--	--	30	--	--	20
Economically Disadvantaged	NC	432	36411				NC	516	503	NC	18	19	NC	18	29	NC	34	32	NC	30	20
Non-Economically Disadvantaged	99	1520	39040				561	553	534	1	4	8	13	12	19	30	31	34	57	53	39

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	103	1954	75492	100	99	100	535	537	519	6	4	12	10	9	16	49	47	47	36	40	24
All Students (Prior Year)	142	2023	75221	100	98	100	545	540	523	0	2	8	5	8	16	60	56	56	35	34	21
Female	49	933	37014	100	100	100	539	541	523	7	3	10	7	7	15	43	45	48	43	45	27
Male	54	1019	38400	100	99	99	532	533	516	4	5	14	13	11	17	54	49	47	28	35	21
African American	NC	51	3665	NC	100	99	NC	508	505	NC	11	20	NC	26	22	NC	49	43	NC	15	14
Hispanic	NC	286	30438	NC	100	99	NC	522	508	NC	10	17	NC	13	21	NC	50	47	NC	27	15
Asian/Pacific Islander	NC	69	1773	NC	100	98	NC	547	534	NC	2	4	NC	4	10	NC	45	50	NC	49	36
American Indian/Alaskan Native	NC	24	4081	NC	100	100	NC	518	498	NC	11	25	NC	33	26	NC	39	40	NC	17	8
White	90	1521	35177	100	99	99	535	539	528	6	3	8	10	8	13	48	47	49	36	42	31
Students with Disabilities	16	313	9707	100	100	100	531	524	495	0	7	33	0	14	21	86	53	33	14	27	13
Students without Disabilities	87	1641	65785	96	97	98	536	539	522	6	4	10	11	8	16	46	46	49	37	42	26
Limited English Proficient Students	NC	194	16905	NC	100	100	NC	NA	489	NC	NA	34	NC	NA	28	NC	NA	32	NC	NA	6
Migrant Students	--	--	763				--	--	499	--	--	21	--	--	30	--	--	40	--	--	8
Economically Disadvantaged	NC	430	36302				NC	518	507	NC	13	18	NC	18	21	NC	44	46	NC	26	14
Non-Economically Disadvantaged	100	1524	39164				536	540	528	6	3	8	9	7	13	49	47	48	36	43	31

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	103	1952	75053	100	99	99	717	649	597	1	3	7	3	6	12	61	72	72	34	18	9
All Students (Prior Year)	142	1992	73654	100	96	99	558	554	530	1	2	9	5	6	13	69	73	70	25	19	7
Female	49	933	36872	100	100	99	727	675	621	2	2	5	2	4	9	55	70	74	41	24	12
Male	54	1017	38109	100	99	99	708	623	573	0	5	10	4	9	14	67	74	69	28	12	6
African American	NC	51	3636	NC	100	99	NC	604	568	NC	4	12	NC	13	16	NC	76	67	NC	7	6
Hispanic	NC	286	30235	NC	100	98	NC	618	575	NC	8	9	NC	10	14	NC	66	70	NC	16	6
Asian/Pacific Islander	NC	69	1768	NC	100	98	NC	669	651	NC	4	3	NC	4	5	NC	75	72	NC	18	19
American Indian/Alaskan Native	NC	24	4044	NC	100	99	NC	518	550	NC	21	13	NC	26	17	NC	53	66	NC	0	4
White	90	1518	35028	100	99	99	715	654	613	1	3	6	4	6	10	59	73	73	36	19	11
Students with Disabilities	16	314	9625	100	100	100	582	608	530	14	5	21	14	11	21	71	72	55	0	11	4
Students without Disabilities	87	1638	65428	96	97	98	728	655	604	0	3	6	2	6	11	60	72	73	37	19	10
Limited English Proficient Students	NC	194	16765	NC	100	100	NC	NA	525	NC	NA	17	NC	NA	20	NC	NA	60	NC	NA	2
Migrant Students	--	--	752				--	--	562	--	--	9	--	--	18	--	--	68	--	--	5
Economically Disadvantaged	NC	429	36077				NC	587	566	NC	8	10	NC	13	16	NC	70	69	NC	9	5
Non-Economically Disadvantaged	100	1523	38950				718	661	618	1	3	5	3	5	9	61	73	73	35	20	12

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 ³

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	138	2037	76019	100	99	100	538	535	499	1	4	14	20	22	39	16	15	14	63	60	33
All Students (Prior Year)	138	2110	76230	100	98	100	524	521	498	1	4	12	27	28	38	16	14	12	56	54	37
Female	68	964	37207	100	99	100	534	536	499	2	3	12	17	21	41	22	16	14	59	59	33
Male	69	1072	38677	99	100	100	544	534	498	0	4	15	21	23	38	10	13	13	69	60	34
African American	--	41	3817	--	100	100	--	494	475	--	15	23	--	37	47	--	20	11	--	29	18
Hispanic	NC	227	29458	NC	99	100	NC	495	480	NC	18	20	NC	37	48	NC	14	12	NC	31	20
Asian/Pacific Islander	NC	65	1673	NC	100	99	NC	556	531	NC	2	4	NC	17	29	NC	5	14	NC	77	53
American Indian/Alaskan Native	--	23	4735	--	100	100	--	486	466	--	13	28	--	53	49	--	7	10	--	27	13
White	131	1677	35880	100	99	100	537	540	515	1	2	7	21	20	32	17	15	16	62	63	45
Students with Disabilities	15	238	9786	100	100	100	546	502	457	0	11	39	0	40	40	0	11	7	100	38	13
Students without Disabilities	123	1799	66233	99	99	99	538	537	503	1	3	11	21	21	39	17	15	14	62	61	35
Limited English Proficient Students	NC	152	15206	NC	100	100	NC	463	459	NC	30	31	NC	55	53	NC	6	7	NC	9	9
Migrant Students	--	--	745	--	--	--	--	--	473	--	--	22	--	--	53	--	--	11	--	--	15
Economically Disadvantaged	NC	332	35714	--	--	--	NC	494	480	NC	17	20	NC	40	47	NC	10	12	NC	33	20
Non-Economically Disadvantaged	137	1705	40266	--	--	--	537	541	513	1	2	9	20	19	33	16	15	15	63	64	43

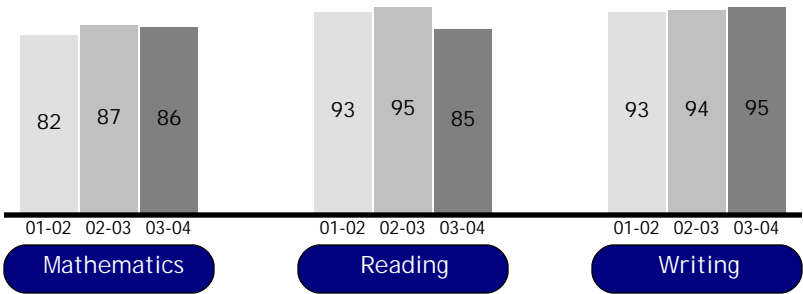
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	138	2037	76020	100	99	100	525	519	503	5	9	25	11	14	23	56	52	40	28	26	12
All Students (Prior Year)	137	2103	76202	100	98	100	514	516	505	3	8	19	15	17	24	60	55	46	22	20	11
Female	68	966	37213	100	99	100	523	521	504	5	7	22	8	13	23	57	52	42	30	28	13
Male	69	1070	38666	99	100	100	528	517	501	5	10	29	15	14	22	54	52	38	26	24	12
African American	--	41	3819	--	100	100	--	504	494	--	18	37	--	28	26	--	35	31	--	20	6
Hispanic	NC	227	29442	NC	99	99	NC	499	494	NC	31	37	NC	18	26	NC	39	31	NC	12	6
Asian/Pacific Islander	NC	65	1672	NC	100	99	NC	523	513	NC	5	12	NC	15	19	NC	47	49	NC	33	20
American Indian/Alaskan Native	--	23	4735	--	100	100	--	498	489	--	21	48	--	29	25	--	50	24	--	0	3
White	131	1678	35890	100	99	100	526	522	511	5	6	15	11	13	20	56	54	48	28	27	18
Students with Disabilities	15	238	9784	100	100	100	566	511	485	0	22	58	0	19	19	50	40	19	50	19	4
Students without Disabilities	123	1799	66236	99	99	99	524	520	504	5	8	23	12	13	23	56	53	42	27	26	13
Limited English Proficient Students	NC	151	15198	NC	100	100	NC	484	483	NC	53	59	NC	25	25	NC	22	14	NC	0	1
Migrant Students	--	--	743	--	--	--	--	--	488	--	--	50	--	--	28	--	--	19	--	--	3
Economically Disadvantaged	NC	332	35703	--	--	--	NC	501	494	NC	29	37	NC	22	26	NC	37	31	NC	13	6
Non-Economically Disadvantaged	137	1705	40274	--	--	--	525	522	509	5	5	17	11	12	20	56	54	47	27	28	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	138	2034	75673	100	99	100	617	577	530	2	5	12	7	16	25	78	69	58	13	10	4
All Students (Prior Year)	137	2048	74692	100	95	99	542	529	502	3	6	18	12	18	27	61	57	47	25	18	8
Female	68	963	37099	100	99	100	619	598	548	3	3	8	5	12	22	81	70	64	11	14	6
Male	69	1070	38441	99	100	99	617	558	513	2	7	16	10	19	29	74	68	52	15	6	3
African American	--	41	3791	--	100	99	--	518	506	--	10	18	--	32	29	--	59	50	--	0	3
Hispanic	NC	225	29305	NC	98	99	NC	518	507	NC	13	16	NC	31	31	NC	50	51	NC	5	2
Asian/Pacific Islander	NC	65	1665	NC	100	99	NC	611	573	NC	3	6	NC	12	16	NC	67	67	NC	18	10
American Indian/Alaskan Native	--	22	4707	--	96	100	--	538	492	--	7	19	--	20	33	--	67	46	--	7	1
White	131	1678	35760	100	99	99	617	584	550	2	4	9	7	14	21	77	71	64	13	11	6
Students with Disabilities	15	237	9706	100	100	100	603	526	462	0	19	36	0	18	32	100	58	31	0	5	1
Students without Disabilities	123	1797	65967	99	99	99	618	581	536	2	4	10	7	16	25	77	70	60	13	10	5
Limited English Proficient Students	NC	151	15115	NC	100	100	NC	473	471	NC	24	26	NC	42	38	NC	34	35	NC	0	1
Migrant Students	--	--	738	--	--	--	--	--	488	--	--	23	--	--	33	--	--	43	--	--	1
Economically Disadvantaged	NC	330	35541	--	--	--	NC	511	504	NC	14	17	NC	31	31	NC	53	50	NC	2	2
Non-Economically Disadvantaged	137	1704	40091	--	--	--	618	588	550	2	4	9	7	13	21	77	72	64	13	11	6

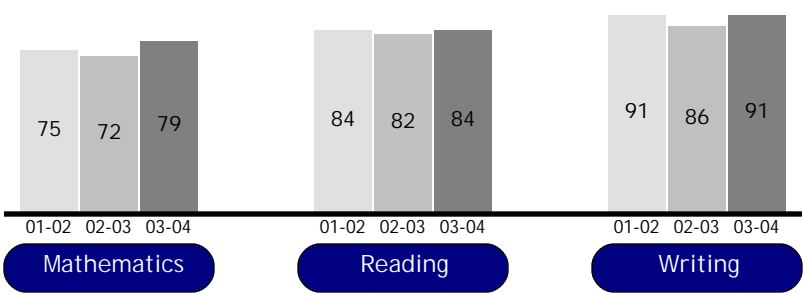
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2003-04

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

School Improvement - Year 1:

Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

School Improvement - Year 2:

Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action:

Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	96	72	67	44	95	70	66	50	100	75	NA	58
	Language	94	71	63	39	98	60	61	43	100	73	68	50
	Mathematics	94	75	75	52	99	72	72	57	100	83	79	64
3	Reading	98	70	67	43	98	74	70	47	100	73	NA	55
	Language	99	76	72	50	99	79	75	54	100	78	77	61
	Mathematics	96	74	72	50	99	75	73	54	100	85	76	61
4	Reading	94	78	71	47	97	82	75	52	100	80	NA	56
	Language	91	71	65	45	99	76	68	48	100	74	69	52
	Mathematics	94	80	74	52	99	81	78	57	100	83	79	61
5	Reading	98	72	69	46	98	77	70	50	100	80	NA	55
	Language	94	67	64	43	98	73	65	46	100	75	69	49
	Mathematics	96	81	76	54	99	85	77	57	100	87	83	63

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

- 2 School Administrator(s)
- 1 Non-certified Employee(s)
- 4 Teacher(s)
- 4 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Goal & Vision Setting
- Ü Strategies for Technology
- Ü Support Staff Development
- Ü Promote Instructional Opportunities
- Ü Review Curriculum, Budget and Schedules
- Ü Safety, Extracurricular and Community

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	2.00	Teacher	38.00
Other Professional Staff	2.00	Teacher Aide	1.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	4	1	0	0
4 to 6 years	3	1	0	0
7 to 9 years	3	6	0	0
10 or more years	3	16	1	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	25
Core academic classes taught by Highly Qualified (NCLB) teachers.	37
Teachers with Emergency Certificaton.	0

Resources Available at School Site

Special Facilities

- Ü Windows and MacIntosh Technology Labs
- Ü Outdoor Amphitheater and Stage
- Ü TV Studio and Campus Broadcast Network
- Ü Media Ctr with 30000+ Books/Resources

Extracurricular Activities

- Ü Student Council/Yearbook/Chess Club
- Ü Host Scouts/Host After School Classes
- Ü Battle of the Books/Word Masters
- Ü Dance Groups/ Student Referees
- Ü Math & Geography Olympiads/Class Buddies
- Ü Band/Strings/Choir
- Ü RAD and Bolo Programs/Television Cast
- Ü Principal for a Day

Social Services

- Ü On-site Contracted Day Care
- Ü School Nurse
- Ü On-site Com. Ed. All Day Kind. Academy
- Ü Drug, Tob, and Bully Prevention Programs
- Ü SPI Counseling

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Ongoing partnership with PTO to provide funding gifts for tutorial reading and math programs for the students of the school.
- ü Partnerships with numerous educators and other Valley professionals to work with our staff and students in many areas of educational and professional development. A partner school with the Scottsdale Community College student teacher program.
- ü Partnership with local sister schools to provide and share professional development opportunities. Trainer of trainers within the school to provide leadership and training opportunities within the staff.
- ü Technology Committee provide training and expertise for staff to attain student and staff excellence with technology goal. Curriculum Committee provide training and expertise for writing, language, reading, and math instruction.

Student Activity Rates for School Year 2003-04

		Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	95	95	93	95
Transfers Out ⁵	0	21	20	24
Transfers In ⁶ (Within District)	--	2	2	2
Transfers In ⁷ (Out of District)	6	10	9	9
Promotion Rate ⁸	99	98	98	94
Retention Rate ⁹	0	1	1	5
Dropout Rate ¹⁰	--	NA		3
Status Unknown ¹¹	--			2
Graduation Rate ¹²	--			77

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

Measure of Academic Progress

% of Students Achieving One Year's Growth		
	Reading	Math
Grades 2-3	68	68
Grades 3-4	81	83
Grades 4-5	56	76

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2003-04. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2004. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Life skills program that promotes positive behaviors/exemplary citizenship. Uphold the Student Code of Conduct to create/maintain a very safe and orderly climate for learning. Recognition program for positive behaviors both individuals/classes.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

Contacts

	Name	Phone Number
School Site Council	Site Improvement Team	(480) 484-7300
Transportation Policy	Director of Transportation	(480) 484-5050
Community Resources	School Secretary	(480) 484-7300
School Nutrition Programs	Director of Food Services	(480) 484-8680
Parent Organization	Anasazi PTO	(480) 484-7300
Student Health/Nurse	School Nurse	(480) 484-7311

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2003-04 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.